



CALHOUN FALLS CHARTER

205 Edgefield Street
Calhoun Falls, South

Grades	6-12 Middle School	
Enrollment	202 Students	
Principal	Deirdre McCullough	864-418-8014
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

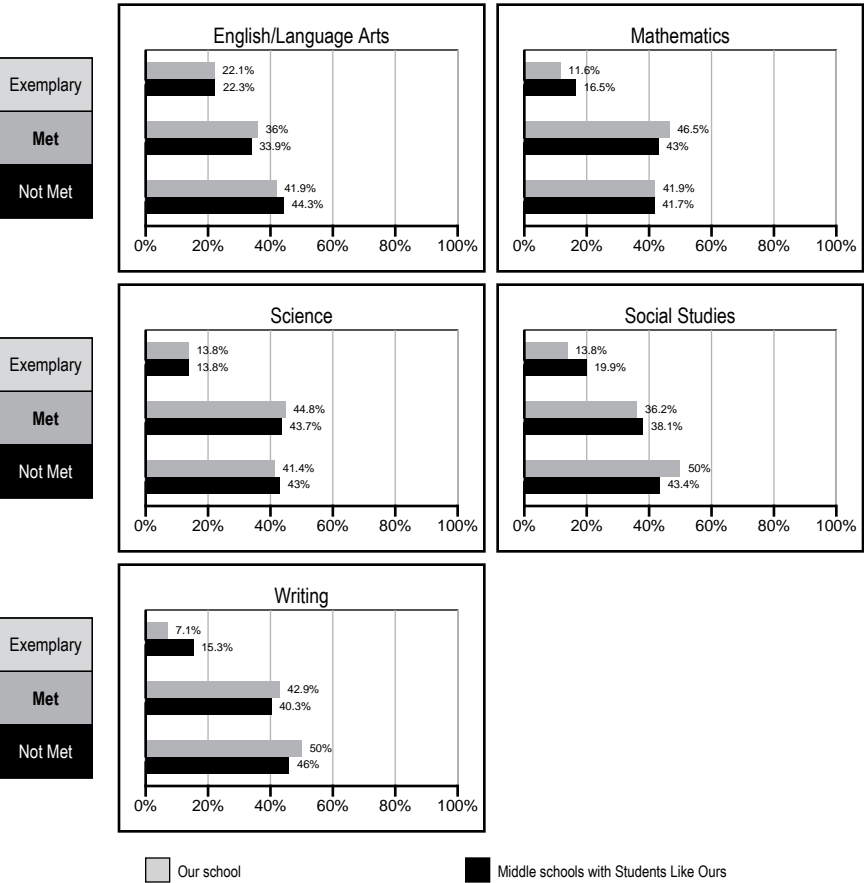
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	30	20	8

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	93.3%
English 1	83.3%	91.1%
Biology 1/Applied Biology 2	N/A	31.0%
Physical Science	N/A	36.2%
US History and the Constitution	N/A	N/A
All Subjects	91.7%	91.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=202)				
Students enrolled in high school credit courses (grades 7 & 8)	9.5%	Up from 9.4%	13.5%	24.5%
Retention rate	1.0%	Down from 1.4%	0.8%	0.7%
Attendance rate	95.8%	Up from 94.7%	95.7%	95.9%
Served by gifted and talented program	15.2%	Up from 0.0%	11.0%	17.8%
With disabilities other than speech	6.3%	Down from 9.7%	10.7%	9.2%
Older than usual for grade	4.7%	Down from 7.5%	2.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.4%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	26.1%	Down from 31.8%	60.0%	60.0%
Continuing contract teachers	47.8%	Up from 9.1%	73.3%	82.6%
Teachers returning from previous year	N/A	N/A	82.6%	85.6%
Teacher attendance rate	99.5%	No Change	95.3%	95.3%
Average teacher salary*	\$34,115	Down 1.0%	\$44,818	\$46,300
Professional development days/teacher	11.2 days	Up from 9.1 days	11.1 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.9 to 1	20.0 to 1	21.5 to 1
Prime instructional time	94.4%	Up from 93.3%	90.3%	90.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 80.5%	97.0%	98.1%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$5,539	Down 5.5%	\$8,692	\$7,634
Percent of expenditures for instruction**	98.0%	Up from 70.0%	62.9%	64.0%
Percent of expenditures for teacher salaries**	79.1%	Up from 56.4%	59.3%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In spite of being named the poorest funded school in America, the students of Calhoun Falls Charter School continue the pursuit of excellence in academics, athletics, and citizenship. Dual enrollment courses are offered on the campus of CFCS in the areas of math, English, and health occupations, allowing students to earn up to 18 college credit hours. Though many remedial and enrichment programs were dissolved due to insufficient funding, an interventionist was added to our faculty to assist at-risk students in the areas of behavior, academics, and attendance. This year 21 seniors earned 86 hours of dual-enrollment credit and were awarded over \$250,000 collectively in scholarship money. For the second year, a CFCS student was named the South Carolina Public Charter School "Student of the Year." Students also exhibited excellence in athletics, earning individual and team awards. CFCS's football and boys' basketball teams played in the State 1-A Playoff series, and the school now boasts its first state track and field titleholder in the 800 meter run. Along with academics and athletics, CFCS students continue to develop citizenship skills through the school's service learning program. Over 100 students logged 6,342 hours of volunteer service within the school, community, and surrounding areas. Student organizations such as the Beta Club and SGA sponsored several successful food drives for the town's food pantry, while other groups and individuals participated in fundraising events for Relay for Life and the March of Dimes. At CFCS, we are proud of our accomplishments and excited about the future. With the continued support of parents and community, we will become the "School of Excellence" we all envision. Principal Deirdre McCullough
SIC Chairperson, Karen Ashley
Evaluations

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 10 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.0%	0.0%	No
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	93	100	42.5	35.6	21.8	67.8	83	82.4	No	Yes
Gender										
Male	46	100	54.5	29.5	15.9	61.4	79.7	78.7	N/A	N/A
Female	47	100	30.2	41.9	27.9	74.4	86.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	51	100	31.3	41.7	27.1	77.1	85.6	88.9	Yes	Yes
African American	42	100	56.4	28.2	15.4	56.4	72.3	72.9	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	83	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	52.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	45.3	36	18.7	66.7	75	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	92	100	41.9	46.5	11.6	69.8	73.1	81.9	No	Yes
Gender										
Male	45	100	39.5	48.8	11.6	65.1	72.5	79.9	N/A	N/A
Female	47	100	44.2	44.2	11.6	74.4	73.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	51	100	39.6	47.9	12.5	72.9	76.5	88.9	Yes	Yes
African American	41	100	44.7	44.7	10.5	65.8	58.8	71.4	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	84.4	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	43.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	44.6	47.3	8.1	67.6	62.9	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	62	100	41.4	44.8	13.8	58.6	64	68.6
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Gender

Male	31	100	33.3	53.3	13.3	66.7	64.3	68.3
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Female	31	100	50	35.7	14.3	50	63.6	68.9
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Racial/Ethnic Group

White	33	100	35.5	45.2	19.4	64.5	69.5	80.7
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African American	29	100	48.1	44.4	7.4	51.9	42.5	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	85.3
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Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	70.8
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Disability Status

Disabled	5	I/S	I/S	I/S	I/S	I/S	37.4	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
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Socio-Economic Status

Subsidized meals	50	100	45.8	43.8	10.4	54.2	50.5	57.3
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Social Studies

All Students	61	100	50	36.2	13.8	50	62.8	72.5
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Gender

Male	31	100	60	30	10	40	62.6	72
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Female	30	100	39.3	42.9	17.9	60.7	63.1	73.1
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Racial/Ethnic Group

White	36	100	48.6	42.9	8.6	51.4	65.9	81
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African American	25	100	52.2	26.1	21.7	47.8	49.3	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	89
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Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	73.5
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Disability Status

Disabled	6	I/S	I/S	I/S	I/S	I/S	31.3	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
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Socio-Economic Status

Subsidized meals	55	100	50.9	35.8	13.2	49.1	49.6	62.9
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Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	31	100	50	42.9	7.1	50	70.3	73.2	95.6	97.4
Gender										
Male	14	100	N/AV	N/AV	N/AV	38.5	64	67.2	95.8	97.4
Female	17	100	40	46.7	13.3	60	76.6	79.4	95.4	97.4
Racial/Ethnic Group										
White	16	100	35.7	57.1	7.1	64.3	72.7	81.5	95	97.6
African American	15	100	64.3	28.6	7.1	35.7	61.4	61.3	96.4	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	87	N/A	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	66.7	N/A	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	N/A	96.8
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	29.9	26	95.3	97
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9
Socio-Economic Status										
Subsidized meals	27	100	54.2	41.7	4.2	45.8	57.5	63.2	95.3	97.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	35.5	32.3	32.3	64.5
	7	33	100	58.6	24.1	17.2	41.4
	8	28	96.4	57.7	11.5	30.8	42.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	30	100	35.7	46.4	17.9	64.3
	7	32	100	38.7	32.3	29	61.3
	8	31	100	53.6	28.6	17.9	46.4
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	32.3	48.4	19.4	67.7
	7	33	100	65.5	31	3.4	34.5
	8	28	96.4	46.2	46.2	7.7	53.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	30	100	46.4	42.9	10.7	53.6
	7	31	100	16.7	63.3	20	83.3
	8	31	100	64.3	32.1	3.6	35.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	16	100	53.3	40	6.7	46.7
	7	33	100	51.7	41.4	6.9	48.3
	8	14	100	23.1	61.5	15.4	76.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	15	100	61.5	30.8	7.7	38.5
	7	31	100	23.3	60	16.7	76.7
	8	16	100	60	26.7	13.3	40

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	16	100	31.3	56.3	12.5	68.8
	7	33	100	72.4	24.1	3.4	27.6
	8	13	100	61.5	15.4	23.1	38.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	15	100	53.3	40	6.7	46.7
	7	31	100	43.3	40	16.7	56.7
	8	15	100	61.5	23.1	15.4	38.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	32	93.8	37.9	34.5	27.6	62.1
	7	32	100	N/AV	N/AV	N/AV	41.4
	8	29	96.6	38.5	50	11.5	61.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	31	100	50	42.9	7.1	50

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